

**Missouri Assessment Program
Spring 2006**

Communication Arts

Scoring Guides for Released Items

Grade 7

Missouri Assessment Program

***Operational Test 2006
Scoring Guide***

Grade 7

Session: 1
Item No.: 1
Page No: 6
Content Standard(s): 2
Process Standard(s): 1.1
GLE: IL1A6

Item 1

Which question would best guide a student who is researching the history of veterinarians?

- A. How old must a veterinarian be?
- B. When were veterinarians first licensed?
- C. What is the cost of going to veterinarian school?
- D. Why do people choose veterinary medicine as a career?

Correct Response: B. When were veterinarians first licensed?

Session: 1
Item No.: 2
Page No: 6
Content Standard(s): 2
Process Standard(s): 2.4
GLE: R2C7

Item 2

Read this paragraph from the passage.

“I forgot about Tiger for a while as I tended to my appointments—two puppy exams, a Siamese cat with ear mites, a scratching basset hound, and a sneezing parakeet. In between appointments, I checked my surgery cases from that morning and rebandaged a Labrador retriever’s cut foot.”

What is the most likely reason this paragraph is included in the passage?

- A. to explain the passage’s resolution
- B. to explain the passage’s main conflict
- C. to help the reader understand that time has passed
- D. to help the reader understand that the passage is almost over

Correct response: C. to help the reader understand that time has passed
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Session: 1
Item No.: 3
Page No: 7
Content Standard(s): 2
Process Standard(s): 1.6
GLE: R2C7

Item 3

Write an example of foreshadowing used in this passage. Explain why this is an example of foreshadowing.

Foreshadowing: _____ 2 lines for writing

Explanation: _____ 2 lines for writing

Scoring Guide

2 points The response includes an example of foreshadowing and a reasonable explanation.

1 point The response includes an example of foreshadowing.

0 points other

Note: Quotations do not count as an explanation.

Note: Explanation must support the stated foreshadowing.

Some examples of 2-point responses

- “Tiger hates vets.”
It isn’t until later in the passage that we know how much Tiger hates vets when he hisses and growls at the doctor.
- “Be careful, Dr. Rugh.”
We find out later that Tiger tries to scratch at the vet.

Other acceptable examples of foreshadowing may include:

- “Oh, the usual...Except for Tiger.”
- “You haven’t met Tiger.”
- “We’ll get along just fine.”
- when Kathy tells doctor about Tiger
- “Suddenly I felt something touch my finger.”
- doesn’t look like a Halloween cat any more
- If I reach for him too quickly he might scurry.
- eyes weren’t dark/wild but bright green.
- Tiger difficult/Tiger will be difficult/Tiger growled/hissed

Other examples of explanations may include:

- calmed down
- might be some trouble
- Tiger is mean
- Tiger difficult/Tiger will be difficult
- Resolution in end/made peace in end

Session: 1
Item No.: 4
Page No: 7
Content Standard(s): 2
Process Standard(s): 1.6
GLE: R2B4

Item 4

This passage includes many sensory words and phrases. Complete the chart with three words and/or phrases from the passage that appeal to the senses of hearing, touching, and seeing.

Sensory Words in "Tiger's Tale"

Hearing	Touching	Seeing
1.	1.	1.
2.	2.	2.
3.	3.	3.

Scoring Guide

2 points The response includes at least EIGHT words and/or phrases correctly placed.

1 point The response includes at least SIX words and/or phrases correctly placed.

0 points other

Some examples of 2-point responses

Up to THREE words from each list:

Hearing	Touch	Seeing
<ul style="list-style-type: none"> growl howl hiss hum meow crooning/singing sneezing murmured 	<ul style="list-style-type: none"> jiggling cold bump rubbing/rubbed wiggled leaned in scratched pet flip unlatch inching 	<ul style="list-style-type: none"> stared flattened ears dark eyes/dark and wild fluffed-out fur Halloween cat stripes/tabby/gray green and bright glances peeking slashing face to face

- other acceptable text-based response

Notes: Multiple answers in one box may be counted separately.

Quotes count as one answer.

Session: 1
Item No.: 5
Page No: 8
Content Standard(s): Part A: 2
Process Standard(s): Part A: 3.5
GLE Part A: R2C5
Content Standard(s): Part B: 4
Process Standard(s): Part B: 2.1
GLE Part B: W3EG

Item 5

Imagine you are Dr. Rugh and you have been invited to speak to middle school students on Career Day about a typical day at the clinic. Write a letter to the principal of the school in which you explain what you will talk about to the students. Use three details and/or examples from the passage in your letter.

Be sure your letter is a complete message to the intended audience, stays on the topic, and uses correct letter writing format.

Whole page of lines for writing

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Part A (CS 2, PS 3.5)

- 2 points The response includes an explanation that uses **THREE** details and/or examples from the passage.
- 1 point The response includes an explanation that uses **TWO** details and/or examples from the passage.
- 0 points other

Part B (CS 4, PS 2.1)

- 2 points The letter contains **THREE** components of letter writing format **AND** the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience.
 - heading (address and/or date)
 - salutation/greeting
 - indentation/appropriate paragraphing
 - closing
 - signature
- 1 point The response includes at least **THREE** components of letter format **OR** the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience.
- 0 points other

An example of a 2-point response

March 4, 2007

Dear Ms Powers,

Thank you so much for inviting me to speak on Career Day. I will talk about how we vaccinate animals, take care of cuts, and examine little puppies. Being a veterinarian is a very rewarding job and extremely important to society.

I look forward to meeting you and speaking to the students.

Sincerely,
Dr. Rugh

Other acceptable details:

- surgery
- sneezes
- scratching/itching
- ear mites
- transport animals from room to room
- make appointments/check appointments
- keep files/records
- examine/diagnose
- vaccinate
- boarding animals
- ways to deal with difficult/angry/mean animals/use heavy gloves/towel
- take care of cuts/bandaging a hurt paw
- other reasonable text-based response

Session: 1
Item No.: 6
Page No: 9
Content Standard(s): 2
Process Standard(s): 3.8
GLE: R2C5

Item 6

Predict what might have happened if Dr. Rugh had insisted on giving Tiger the vaccination and not waited for the cat to become friendlier. Explain your prediction using two details and/or examples from the passage.

Prediction: _____ 2 lines for writing

Explanation: _____ 5 lines for writing

Scoring Guide

- 2 points The response includes a reasonable prediction and an explanation that contains TWO details from the passage.
- 1 point The response includes a reasonable prediction and an explanation that contains ONE detail from the passage.
- 0 points other

Some examples of 2-point responses

- If Dr. Rugh had insisted on giving Tiger a shot before he warmed up to her, he could have really scratched or hurt her. He had already tried to scratch her once and growled at her.
- If Dr. Rugh had not waited for Tiger to become friendlier, the cat would have really hurt her. Using gloves for protection was not an option due to Tiger's small carrier. She couldn't use a towel to hold Tiger because Tiger was too angry.

Note: A quote/segment copied directly from the passage counts for ONE detail.

Session: 2

Item No.: Writing Prompt

Page Nos: 3-9

Content Standard(s): 4

Process Standard(s): 2.1

GLE: W3C7, W2B7, W2C7, W2D7, W2E7, W2F7, W3E7

Writing Prompt Scoring Guide

4 Points

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- Has a beginning, middle, and end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.